Bibliographical Guide to the English Educational System

GEORGE BARON

University of London
THE ATHLONE PRESS

This book is the first attempt to provide a select annotated guide to the varied literature, ranging from government reports and standard works of reference to descriptive or controversial monographs and pamphlets, that deals with the *institutions* of the English educational system; with the nursery school, the various types of primary and secondary school, the youth service, further education, the universities, and so on. Originally gathered for the benefit of overseas students in touch with the Institute of Education of the University of London, the material was quickly seen to be of still wider value, and as now presented it should meet a general need amongst ...cational administrators, teachers, and students of educational affairs in this country.

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A BIBLIOGRAPHICAL GUIDE TO THE ENGLISH EDUCATIONAL SYSTEM

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A Bibliographical Guide to the English Educational System

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INTRODUCTION

THE aim of this annotated bibliography is to assist the student of English education to select, from the considerable and ever-increasing accumulation of material dealing with all aspects of education, that which throws light upon the functions and characteristics of our schools and other educational institutions.

These form the common ground on which the sociologist, the psychologist, the philosopher, and the teacher must meet if their findings are to be so presented as to overcome the resistance of day-to-day routine in the institutions in which they are to be applied. It is therefore of the first importance that the nature, growth and variety of educational institutions as such should be studied and the many influences which have determined them should be understood.

Whilst attention has been focused upon the institutions of English education and upon their inter-relationships it has not, however, been confined to a narrow field. Instead an attempt has been made to illustrate the main trends of educational thought at the present time as well as the development of current official policy. In each section, indeed, the need has been appreciated for the inclusion of material which illuminates the past as well as the present and the conjectured future. To attempt to study any aspect of the social structure by confining attention to one particular point in time is both sterile and misleading. It is the changing forms and functions, in a word, the morphology of our schools and colleges, of our administrative patterns and of our voluntary associations which are the sources of understanding and of constructive thinking.

It will be realized that the problem of selection has been a difficult one. There is no general bibliography of English education to serve as a point of departure and each section has had to be built up item by item. It is, then, inevitable that there is considerable variation in the range and quality of the material chosen. Perhaps, however, there is value in such shortcomings if they prompt the reader to construct his own and more satisfactory notes and by so doing hasten the appearance of that comprehensive study of educational literature so necessary both to the general student and to the research worker

alike. It should also be noted that, whilst the whole is split up into clearly-defined subdivisions these should not, save where quick reference is needed, be studied in isolation. There is much that is relevant to all types of institutions in Section III, whilst for the study, for example, of the country school, Section IV and Section V are indispensable, since they deal with matters common to all types of primary and secondary schools.

A considerable obstacle to the study of education in England arises from its abundant but extremely obscure terminology, which jealously preserves accretions from past generations and constantly fashions new formulas. Care has been taken, therefore, to distinguish between such terms as 'further education', 'higher education', 'adult education' and 'technical college', 'technical institute', 'evening institute', but space has not permitted full treatment of the many nuances attached to more general concepts such as 'technical' and 'modern'.

Quite apart from questions of language it is not easy to arrive at any satisfactory method of classification. There is no 'English Educational System', if by that is meant a single structure in which each institution has its place and is organically linked with the whole. Instead, there is a system composed of schools and institutions subject in varying degrees to the control of local education authorities and outside this, though with many common elements, such as public examinations, the public school 'system' with its contributory preparatory schools: a plethora of independent and private schools serving a number of needs; and an immense number of voluntary associations of all kinds exerting considerable influence throughout the whole field. The universities form a separate world, both as regards their finances and administration and because education is only one of their functions.

A further difficulty is that some aspects of education have received very full attention from a number of writers whilst others are virtually unexplored. Thus, whilst there are extensive literatures dealing with public schools and nursery and infant schools, there is not a single recent published study of the preparatory school; similarly, a number of books have appeared during the last twenty years on the senior elementary school and, more recently, on its successor, the secondary

modern school, but there is little on the secondary grammar school describing its work and its life as a whole. There is, of course, a wealth of material dealing with individual subjects and the methods employed, or which it is considered should be employed, in teaching them, but this does not enter, save incidentally, within the scope of a bibliography primarily concerned with the institutional aspects of education. In a number of cases, where descriptive material is very scanty, reference has had to be made to unpublished theses,[1] although it is realized that this is extremely unsatisfactory save for those readers within easy reach of a university library in this country.

It should not be forgotten that there is a very wide range of periodicals carrying accounts of the organization and work of schools, colleges, youth centres and of official and voluntary bodies. Here again selection is extremely difficult and indeed full of pitfalls, but a section has been included giving details of journals which carry an appreciable amount of relevant material. Given access to them, it is not too lengthy a task to scan recent back numbers and discover articles and papers bearing upon the institution or activity which it is desired to study.[2]

As the number and range of such journals increase, as is likely now

[1] The National Foundation for Educational Research has published a most valuable bibliography of post-graduate research theses in education and educational psychology, compiled by Mrs A. M. Blackwell, Senior Lecturer in Education, King's College, University of London, and entitled *A List of Researches in Education and Educational Psychology presented for Higher Degrees in the Universities of the United Kingdom, Northern Ireland and the Irish Republic from 1918 to 1948* (published for the Foundation by Newnes Educational Publishing Co., 1950, pp. 173).

Details are given of the titles, dates and authors of all known theses and it is also stated to which universities and for what degrees they were presented. The classification is by subject, and follows a modified Dewey system. The conditions under which theses may be consulted or borrowed are given in a brief introductory note.

It is intended that supplements to the List shall be published at two-yearly intervals.

[2] *A Subject Index to Periodicals* is issued annually by the Library Association, London. The section on education includes references to articles and papers which have appeared in the chief English periodicals and thus brings to notice much that might be overlooked if attention were confined to purely educational journals. It does not, however, cover many of the lesser-known journals listed in this bibliography.

that the newly-formed Institutes of Education have begun to issue their own periodicals, the need for some published cumulative index of educational publications will become steadily more urgent.

Much information can also be obtained from the many educational associations (e.g. the Montessori Society, the Incorporated Froebel Institute, the Preparatory Schools Association, the Workers' Educational Association) and the professional associations of teachers, among which the National Union of Teachers and the Incorporated Associations of Assistant Masters and Assistant Mistresses are active in producing detailed reports on many aspects of educational practice. *The Education Authorities' Directory and Annual*, the *Education Committees' Year Book* and *Whitaker's Almanack*, details of which are given below, contain lists of the addresses of such associations and of others to which reference has been made.

This bibliography had its origin in a course of lectures given at the University of London Institute of Education to oversea students who wished to prepare themselves for the direct study of a wide range of schools and other institutions. But even in its draft form it was considered of assistance also by English teachers who wished, as do so many today, to visit schools performing quite different functions from their own and by administrative officers faced on appointment by a range of institutions with some of which they were unfamiliar.

In recent years there has developed a very healthy desire on the part of students of education of all types to study schools and other institutions at work, to observe teaching in progress and to discuss questions relating to organization, curricula and activities with those working in the particular field concerned. Much time can be wasted and many misunderstandings can arise when such contact is made without adequate preparation and when first impressions are not corrected by further study. The 'activity' primary school has perhaps suffered most from such neglect, but it is not alone. It is very important, therefore, if the study of education through direct contact with its institutions and their work is to be of solid value, that the need for intensive study both of general descriptive material and of the results of specialized research should be recognized.

References to Scotland, Wales and Northern Ireland will be found

in many of the general works and in some of the official reports cited but no attempt has been made to treat their schools and other institutions in detail. The educational systems of all three countries have developed from social backgrounds and national traditions very different from, but in many respects as rich and as varied as those of England and they merit far more extensive treatment than could be given them in a bibliography devoted to English education.

It has been found possible to include in this bibliography references to books and other material published up to but not after mid-June 1951.

My thanks are due to many of my colleagues at the Institute of Education and to others for much advice and assistance. In particular I am grateful to Professor J. A. Lauwerys for his encouragement and guidance; to Miss Shirley Gordon for reading and commenting upon the whole; to Miss De Montmorency and the staff of the Institute Library for help in checking references; and to Miss D. Freeman for her expert typing aid.

G. B.

University of London
Institute of Education
19th June, 1951

NOTE

Save where otherwise stated, the place of publication of all material cited is London

I. Reference Books and Lists

The Education Authorities Directory and Annual (published annually by The School Government Chronicle Publishing Co). Gives details of officers of the Ministry and of local education authorities; lists of all grammar schools, special schools, technical colleges and training colleges; and addresses of educational associations in Great Britain. Also contains in each issue a useful review of progress in education during the preceding year.

The Education Committees' Year Book (published annually for the Association of Education Committees, by Councils and Education Press). Differs from the above in devoting more space to details of local education authorities and in omitting lists of grammar and special schools. Contains lists of Ministry of Education pamphlets, reports, circulars, memoranda and regulations, and addresses of educational associations.

Whitaker's Almanack (published annually by Whitaker). Gives exhaustive lists of universities, boys' and girls' public schools, technical colleges, professional bodies, associations connected with education and educational periodicals (for latter *see also* 'Willings Press Guide').

The Public and Preparatory Schools Year Book (published annually by Adam and Charles Black). Gives details of public schools of which the headmasters are members of the headmasters' conference, and also of preparatory schools.

The Girls' Public Schools Year Book (published annually by Adam and Charles Black). Gives details of public schools and preparatory schools for girls.

Paton's List of Schools and Tutors (published annually by J. & J. Paton), *Schools* (published annually by Truman and Knightley), and *The Schools of England* (Cheltenham: published annually by Burrows Scholastic Bureau) give details of a large number of independent schools, which these books are published to make known to parents. *Schools* contains a very useful classified list of boys' public schools.

The Directory of Modern Secondary Schools, England and Wales, including Junior Secondary Schools Scotland, Intermediate Schools Northern Ireland, and Local Education Authorities (published annually by The School Government Chronicle Publishing Co). Gives full name of each school, location and name of headmaster or headmistress.

List of Primary and Secondary Schools in England and Wales recognized as efficient under Rule 16 on December 31st, 1949 (List 70 of the Ministry of Education) (published by His Majesty's Stationery Office, 1950). This is the first issue of a list containing the names and some details of schools inspected and recognized by the Ministry of Education but not in receipt of grants.

List of Progressive Schools (cyclostyled preliminary edition compiled and issued by the Progressive League, 20 Buckingham Street, Strand, WC2, 1948). Gives in convenient form details of the chief independent schools to which the term 'progressive' is usually applied.

A Directory of Catholic Schools and Colleges (published annually by Paternoster Publications). Gives brief details of all Catholic secondary schools in Great Britain.

List of Boarding and Hospital Special Schools, Boarding Homes for Handicapped Pupils and Institutions for Further Education and Training of Disabled Persons in England and Wales (List 42 of the Ministry of Education) (published by His Majesty's Stationery Office, the last issue being that for 1949).

Adult Education in the United Kingdom: A Directory of Organizations (National Institute of Adult Education, 1950, pp. 82). Gives details of organizations concerned with adult education and of residential colleges.

Youth Organizations of Great Britain (ed. Douglas Cooke) (published by Jordan; 2nd issue 1946). Gives details of voluntary associations concerned with youth clubs and organizations.

Directory of Probation Officers, Home Office Approved Schools, etc. (published by His Majesty's Stationery Office, the last edition being that for 1947). Gives details of approved schools and other institutions dealing with children in need of care and protection.

Training Colleges in England and Wales (List 172 of the Ministry of Education) (published by His Majesty's Stationery Office, the last issue being that for 1950). Gives details of training colleges grouped in the newly-formed Institutes of Education.

The Year Book of the Universities of the Commonwealth (published annually for the Universities Bureau of the British Empire by G. Bell and Sons). Gives details of all British universities, within Great Britain and oversea.

Voluntary Social Services (published by the National Council of Social Service, 1948). A handbook of information and directory of organizations. Gives details of voluntary associations dealing with all types of social services, including education.

Floodlight: A Guide to Further Education (published annually by the London County Council). Gives details of evening classes in London, with lists of London County Council colleges and institutes providing further education.

II. Periodicals

The following list does not, of course, include all periodicals of an educational character. Only those journals have been included which usually carry descriptive or other material throwing light on the development and present condition of English schools and other educational institutions.

PERIODICALS OF GENERAL SCOPE – WEEKLY

The Times Educational Supplement (published by The Times Publishing Co). One of the several specialized weekly newspapers published by the proprietors of *The Times*. It is the only newspaper devoted to education and carries reports of conferences, articles of topical interest, news of administrative developments and reviews.

Education (published by the Association of Education Committees). It is chiefly concerned with administrative matters and carries occasional supplements giving details of new schools and school plans.

The Schoolmaster and Woman Teacher's Chronicle (published for the National Union of Teachers by the Schoolmaster Publishing Co). It deals with general matters of importance to teachers with particular reference to those affecting their professional interests.

PERIODICALS OF GENERAL SCOPE – MONTHLY

The Journal of Education (published by the Oxford University Press). This is a long-established review providing varied articles on subject method and on other aspects of educational practice. It has a wide range of book reviews classified under subject-headings and sections giving the chief news items of the month.

The School Government Chronicle and Education Review (published by the School Government Chronicle Publishing Co). Deals chiefly with administrative matters affecting governing bodies of schools.

The New Era (published by New Era). The journal of the English New Education Fellowship. It specializes in accounts of present-day educational experiments in both independent and grant-aided schools and institutions.

PERIODICALS OF SPECIALIZED SCOPE

(*a*) DEALING WITH SECONDARY EDUCATION

The A.M.A. (published eight times per year by the Incorporated Association of Assistant Masters). It deals with questions relating to secondary grammar school education for boys and especially with professional matters closely affecting secondary grammar school masters.

Journal of the Association of Assistant Mistresses (published three times per year by the Incorporated Association of Assistant Mistresses). It covers a wide range of topics relating to the work of secondary school mistresses, both within and without the school.

Higher Education Journal (published three times per year by the National Union of Teachers). It deals with secondary and further education and besides recording main items of news, surveys very fully new literature in these fields.

The Vocational Aspect of Secondary and Further Education (published biennially by the Editors from the Training Colleges for Technical Teachers of Bolton, London (North-West Polytechnic) and Huddersfield). It is almost the only source for the study of the new secondary technical school, and for reports, based on first-hand investigation and experience of recent developments in technical education.

(*b*) DEALING WITH SPECIAL SCHOOLS

The Special Schools Journal (published quarterly by the Special Schools Association). It is a valuable source of information, unobtainable elsewhere, on special schools of all types.

(*c*) DEALING WITH HOME OFFICE APPROVED SCHOOLS

Approved Schools Gazette (Stockport: published monthly by the Association of Headmasters, Headmistresses and Matrons of Approved Schools). It deals with Home Office approved schools and with matters relating generally to the residential treatment of delinquent and maladjusted children.

(*d*) DEALING WITH FURTHER EDUCATION

Adult Education (published quarterly by the National Institute of Adult Education). It covers all aspects of adult education and contains accounts of present practice, of historical developments and of research.

Further Education (published quarterly by the Turnstile Press). This journal covers the whole field of further education, both vocational and cultural.

The Highway (published monthly by the Workers' Educational Association). It contains news and articles relating to the work of the Association and others of general educational interest.

Higher Education Journal (see above) – Section (*a*)).

The Vocational Aspect of Secondary and Further Education (see above) – Section (*a*)).

(*e*) DEALING WITH THE TRAINING OF TEACHERS

The Bulletin of Education (published three times per year by the Association of Teachers in Training Colleges and Departments of Education). It contains accounts of courses and other training college activities and is the only periodical specializing in this field.

(*f*) DEALING WITH THE UNIVERSITIES

Universities Quarterly (published quarterly by the Turnstile Press). It is concerned with wide issues of university policy, studies and functions.

The Universities Review (published three times per year by the Association of University Teachers). Deals with matters relating to the professional interests of university teachers and carries articles describing developments in university institutions.

(*g*) OTHER PERIODICALS

The Independent School (published three times per year by C. F. Hodgson & Son). It deals chiefly with the legal and administrative aspects of independent schools and their relations with the Ministry and local education authorities.

The Preparatory Schools Review (published three times per year by Evans Bros.). The journal of the Incorporated Association of Preparatory Schools.

Bacie Journal (published six times per year by the British Association for Commercial and Industrial Education). It contains notes and articles describing educational and training work carried out by industrial and commercial concerns.

The Educational Times (published three times per year by the College of Preceptors). This is the only digest of educational literature. It contains summaries and excerpts from a wide range of sources.

NOTE: A number of the recently founded Institutes of Education publish their own reviews and periodicals. These vary widely in purpose and range and some time must elapse before their individual characters can be defined. Among those which have already appeared

are the *Educational Review*, the journal of the University of Birmingham Institute of Education; the *Research Review* and the *Journal of Education* of the University of Durham Institute of Education; *Researches and Studies* of the University of Leeds Institute of Education; and *Studies in Education* of the University College of Hull.

III. General

(*a*) HISTORY AND DEVELOPMENT OF EDUCATIONAL INSTITUTIONS

The history and development of the main educational institutions in England since 1760 are traced in *A Short History of English Education* by H. C. Barnard (University of London Press, 1947, pp. xvii+400). The *History of Education in Great Britain*, by S. J. Curtis (University Tutorial Press, 2nd edn. 1950, pp. viii+637), on the other hand, looks briefly at origins in medieval times and after a fuller treatment of the nineteenth century, pays particular attention to changes after 1944. Scotland and Wales are also treated in some detail. T. L. Jarman in *Landmarks in the History of English Education* (The Cresset Press, 1951, pp. x+323), considers English education in relation to the development of the cultural traditions of Western Europe and traces the influence upon it of philosophical and social movements of continental origin.

An earlier but still the most scholarly study of the modern period is *English Education*, 1789–1902, by J. W. Adamson (Cambridge University Press, 1930, pp. x+520). For elementary education there is the very full and well-arranged *History of Elementary Education in England and Wales*, by C. Birchenough (University Tutorial Press, 3rd edn. 1938, pp. viii+572), and *A History of Elementary Education*, 1760–1902, by Frank Smith (University of London Press, 1931, pp. viii+360), which links its main theme closely with changing social conditions. For secondary education there is *Secondary Education in the Nineteenth Century*, by R. L. Archer (Cambridge University Press, 1921, pp. xiv+363). The reports of the Consultative Committee of the Board of Education, notably those on *The Primary School*, on *The Education of the Adolescent* and on *Secondary Education* contain

historical introductions which should be consulted. Details of these reports will be found in the sections which follow.

The great expansion of state-sponsored education during the first forty years of the present century is graphically and attractively described in *The Silent Social Revolution*, by G. A. N. Lowndes (Oxford University Press, 1937, pp. xii+274).

There is an immense store of material concerning educational institutions between the wars in the *Year Book of Education* (published by Evans Bros. in association with the University of London Institute of Education). It first appeared in 1932 and then annually until 1940, after which, owing to war conditions, publication was discontinued until 1948.

The 1948 and 1949 *Year Books* took as their theme the effects of war on education throughout the world; the 1950 *Year Book*, occupational selection and differentiation through education in some twenty countries. For 1951 the subject will be moral education; and for 1952, the reforms in education since 1944.

In all the *Year Books* a considerable section is devoted to developments in England and Wales and the post-war issues have contained particularly valuable studies of economic and social factors influenced by and influencing education.

(*b*) RECENT GENERAL STUDIES

The 1939–45 war and the passing of the 1944 Act, combined with growing interest in the social aspects of education, stimulated many essays directing attention to the interaction of education and educational institutions with the social framework in which they are both receptive and dynamic elements.

In *Diagnosis of Our Time* (Kegan Paul, Trench, Trubner, 3rd edn., 1945, pp. xii+180), Karl Mannheim brought to bear on education the scrutiny of a penetrating but sympathetic sociologist and Sir Fred Clarke, in *Education and Social Change, an English Interpretation* (Sheldon Press, 1940, pp. viii+70) examined the class structure of English society and its influence upon the aims and forms of educational institutions. In *Freedom in the Educative Society* (University of London Press, 1948, pp. 104) he considered the place

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and meaning of freedom in the modern world, where the complexity of society makes increasing demands on the individual for conformity to its implicit aims.

The need for a wider conception of education, to embrace more than scholarship and technological competence is the main theme of two books by M. L. Jacks, *Total Education* (Kegan Paul, Trench, Trubner, 1946, pp. viii+160) and *Modern Trends in Education* (Melrose, 1950, pp. 207); and also of *New Hopes and Old Habits*, by R. Armfelt (Cohen & West, 1949, pp. 185).

Sir Richard Livingstone, in *The Future in Education* (Cambridge University Press, 1941, pp. x+127), argued that a true understanding of citizenship in the widest sense was possible only for the adult and that adult education was of paramount importance; and in *Education for a World Adrift* (Cambridge University Press, 1943, pp. xv+158) he stressed the importance in education of spiritual training receiving inspiration from the humane studies and especially from the Greek philosophers.

The claims of the scholarly traditions of the grammar school for due consideration are argued by E. James in *An Essay on the Content of Education* (Harrap, 1949, pp. 128).

W. O. Lester Smith turned attention to the many influences which have determined and still determine the shape of educational theory, practice and institutions in *To Whom* Do *Schools Belong? An Introduction to the Study of School Government* (Oxford: Blackwell, 2nd edn. 1945, pp. 240), and in *Education in Great Britain* (Oxford University Press, 1949, pp. 200), but in *The Impact of Education on Society* (Oxford: Blackwell, 1949, pp. 49), he studies the contribution which education, itself an element in the whole social situation, can make.

Another approach is seen in *Education for a New Society* (Routledge and Kegan Paul, 1947, pp. viii+184) in which Ernest Green considers how a social democracy should set about the re-planning of an education conditioned by an earlier age, and in *The Education of a Community* (University of London Press, 1942, pp. vii+165) in which H. G. Stead indicates how democratic needs can be translated into administrative forms.

Current controversies during and after the war years concerning

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educational reconstruction are reflected in *A New Order in English Education* (University of London Press, 1942, pp. 92) and *Education in Transition* (Kegan Paul, Trench, Trubner, 1944, pp. xii+251) by H. C. Dent.

One aspect of the relations between education and society formed the subject of the first enquiry conducted by the Central Advisory Council for Education (England) set up in December 1944. The Council examined the transition from school to independent life and considered the often conflicting influences on the young worker of home, neighbourhood, employment and school. This report is contained in *School and Life: a First Enquiry into the Transition from School to Independent Life*. Report of the Central Advisory Council for Education (England) (His Majesty's Stationery Office, 1947, pp. 116).

The needs of the schoolchild when not actually attending school formed the subject of the Second Report of the Council entitled *Out of School*. The Second Report of the Central Advisory Council for Education (England) (His Majesty's Stationery Office, 1948, pp. 40).

A further official publication, *Citizens Growing Up* (Ministry of Education Pamphlet No. 16) (His Majesty's Stationery Office, 1949, pp. 56), deals with the need for, and the general principles which should guide, the training of young people in citizenship.

Some writers must be noted, who, prominent in other fields, have been prompted to turn their attention to education by the challenge of the times and to interpret its significance in the light of their own special interests. Thus T. S. Eliot, in *Notes Towards the Definition of Culture* (Faber & Faber, 1948, pp. 126) examines what functions institutional education should and should not attempt to play in the transmission of culture and the importance of society aiming at possessing a 'continuous gradation of cultural levels' rather than striving for complete equality. Two books by Herbert Read, *Education Through Art* (Faber & Faber, 1945, pp. xxiii+320) and *Education for Peace* (Routledge & Kegan Paul, 1950, pp. viii+131) discuss how the aesthetic capacities may be fostered so as to contribute both to the development of balanced individuals and of a society free from destructive stresses. There is also *The Crisis in the University*, by Sir Walter Moberly (Student Christian Movement Press for the Christian

Frontier Council, 1949, pp. 316). The author criticizes the values implicit in the life and work of the universities at the present time and urges that Christian teachers should be prepared to express their convictions through their work.

(c) THE ADMINISTRATIVE FRAMEWORK

The Educational System of England and Wales and its Recent History (Cambridge University Press, 1939, pp. 256), by H. Ward, is an admirably clear description of the pre-war organization of education and is essential for the understanding of subsequent developments. Similarly, *The Board of Education* (Putnam, 2nd edn., 1934, pp. x+329), by L. A. Selby-Bigge, though now out-of-date as regards administrative detail, is indispensable for an understanding of the attitude of mind which has characterized the work of the central authority.

No comparable studies have appeared since the passage of the 1944 Act, but the student will find much valuable material in the annual reports of the Ministry of Education (*Education in 1947; Education in 1948; Education in 1949*) (His Majesty's Stationery Office); and in the journal *Education*. There is also *Partnership in Education* (ed. E. W. Woodhead: Education Handbook No. 3. Norwich: Jarrold & Sons, 1948, pp. 158) which discusses the redistribution of powers and duties in the post-war period, and *Councils and Their Schools, Parts I and II* (published by Political and Economic Planning, 16 Queen Anne's Gate, SW1, 1948, pp. 48), which enters into details of the control exercised by local education authorities and governing bodies over their schools. A more general introduction to the whole question is given in *A Guide to the Educational Structure of England and Wales* (Ministry of Education Pamphlet No. 2) (His Majesty's Stationery Office, 1945, pp. 64).

The part played by the Inspectorate can be studied in 'Some Account of the Origin and Growth of the Board's Inspectorate', the first chapter of the report of the Board of Education for the years 1922–23 (pp. 9–45) (His Majesty's Stationery Office, 1924), and in 'H.M. Inspectorate', Chapter VIII of the Ministry Report, *Education in 1949* (see above). The outstanding individuals who have helped to shape its history and its changing functions during the past hundred

years form the subject of *Personalities and Power in English Education* (Leeds: Arnold & Son, 1950, pp. vi+334) by John Leese.

There is a most useful summary of the part played by advisory bodies (e.g. the Secondary Schools Examinations Council, the Consultative Committee, etc.) in 'The Use of Advisory Bodies by the Board of Education', by John Graves (a chapter in *Advisory Bodies*, ed. R. V. Vernon and N. Mansergh; Allen & Unwin, 1940, pp. 520).

The Education Act, 1944 (text published by His Majesty's Stationery Office, 1944, pp. vi+110) is explained and discussed in the following commentaries:

The Education Act, 1944, Provisions, Possibilities and Some Problems (University of London Press, 3rd edn., 1947, pp. 131), by H. C. Dent.

The Education Act: a Parents' Guide (Phoenix House, 1946, pp. vi+42), by W. P. Alexander.

A full legal exposition is given in *The Education Act, 1944: being a Supplement to Owen's Education Acts Manual* (Knight, 1944, pp. xxvii+384), and in *The New Law of Education*, by M. M. Wells and P. S. Taylor (Butterworth, 3rd edn., 1949, pp. xx+644+Index), whilst *County and Voluntary Schools* (Councils and Education Press, 1949, pp. 125), by W. P. Alexander and F. Barraclough, brings together and comments upon the sections of the two Acts relating to the administration of controlled, aided, special agreement and county (maintained) schools.

(*d*) DESCRIPTIVE PAMPHLETS AND BOOKS FOR THE GENERAL READER

Increased popular interest in education has stimulated the publication of books and pamphlets which aim at explaining the post-war situation to parents and others. Among these may be named:

British Education (published for the British Council by Longmans, Green, 1946, pp. 60), by H. C. Dent.

Education – The New Horizon (Nicholson & Watson, 1947, pp. 128), by H. C. Shearman.

Our Schools (Bureau of Current Affairs, 1949, pp. 62), by Norman Fisher.

Our Changing Schools (His Majesty's Stationery Office, 1950, pp. 189), by R. Armfelt.

Seven to Eleven (Ministry of Education Pamphlet No. 15) (His Majesty's Stationery Office, 1949, pp. 35). This pamphlet sets out to explain to parents the needs of children of primary school age and the ways in which the school tries to fulfil them.

There are also two extremely readable 'Pelican' books:

Education in England (Pelican Book A.152, published by Penguin Books, Harmondsworth, Middlesex, 1945, pp. vi+220), by Kenneth Richmond, who is provocatively critical of the social values which English education has reflected in the past; and

The Child at School (Pelican Book A.218, published by Penguin Books, Harmondsworth, Middlesex, 1950, pp. 176), in which John Newsom, County Education Officer for Hertfordshire, explains to parents some of the problems and principles of education through descriptions of the aims and work of the main types of schools.

In another book addressed to the general reader, *The Education of Girls* (Faber & Faber, 1948, pp. 160), John Newsom puts the case for developing the work of girls' schools so as to give emphasis to preparation for household management and motherhood.

IV. Primary Education

(*a*) THE NURSERY SCHOOL

Pamphlets

The Ministry of Education booklet *Not Yet Five* (His Majesty's Stationery Office, 1946, pp. 21), gives a short popular account of day-to-day life in the nursery school or class and adds some details concerning the staffing of these institutions. *Nurseries and Nursery Schools*, by Violet Creech Jones (Fabian Research Series No. 89) (Fabian Publications, 1946, pp. 19) deals principally with the development of wartime nurseries and is valuable in showing the important distinction between the day nursery and the nursery school (see also *The Case for Nursery Schools* noted below).

Numerous pamphlets are published by the Nursery School Associ-

ation of Great Britain. Of particular value are *The Educational Value of the Nursery School* (published for the Association, undated, pp. 30), by Susan Isaacs; *Planning the New Nursery Schools* (published for the Association by the University of London Press, 1945, pp. 40), which gives practical details of the educational and hygienic considerations upon which the construction of nursery schools must depend; and *Designing the New Nursery Schools* (published for the Association by the University of London Press, 1950, pp. 19), which shows how modern light construction techniques can be applied in the building of new schools.

Books

The English Nursery School (Kegan Paul, Trench, Trubner, 1938, pp. xviii+290), by P. E. Cusden, gives a very clear picture of what nursery education sets out to do and how it does it. It also contains a detailed account of a typical day in a nursery school. Of a similar character are *Nursery School Education and the Reorganization of the Infant School* (University of London Press, 1939, pp. 172), by O. A. Wheeler and I. G. Earl; and *Life in the Nursery School and in Early Babyhood* (Longmans, Green, 1949, pp. xx+339), by Lilian de Lissa.

The Case for Nursery Schools (Philip and Son, 1929, pp. xvi+154), a report by the Nursery School Association, is useful in summarizing the chief arguments for nursery school education and also in expressing the growing volume of opinion that the nursery stage should embrace the infant stage. More recent books, *The Education of Children under Seven* (Kegan Paul, Trench, Trubner, 1932, pp. xiii+279), by M. Sturt, and *From Two to Seven Plus* (University of London Press, 1948, pp. 288), by H. K. Gull, develop the argument that education up to 7+ should be uninterrupted by a change of schools, a conclusion which is also put forward convincingly by D. E. M. Gardner in her short but valuable *Education under Eight* (published for the British Council by Longmans, Green, 1949, pp. 40).

There have been no recent publications of significance by the Ministry. The report of the Consultative Committee of the Board of Education on *Infant and Nursery Schools* (His Majesty's Stationery

Office, 1933, pp. xxvi+282), and *Nursery Schools and Nursery Classes* (Board of Education Pamphlet No. 106) (His Majesty's Stationery Office, 1936, pp. viii+71) are chiefly of historical interest, but *Nursery-Infant Education*, the report of a Consultative Committee appointed by the Executive of the National Union of Teachers (Evans Bros., 1949, pp. 117) is an excellent statement of modern aims, principles and methods.

(*b*) INFANT AND JUNIOR SCHOOLS

The most useful descriptive work on the primary school (commonly divided into the infant school 5–7 and the junior school 7–11) is *Activity in the Primary School* (Oxford: Blackwell, 1947, pp. xi+310), by M. V. Daniel. It contains an account of the historical development of the primary school, describes the present organization and functions of this type of school, and has a very full treatment of modern activity methods. A more detailed historical study is to be found in *A History of Young Children* (Longmans, Green, 1937, pp. xii+352), by T. Raymont.

The following will be found of value for further study of the infant school:

Education Through Experience in the Infant School Years (Oxford: Blackwell, 1950, pp. xii+250), by E. Mellor; *Living With Our Children* (Grant Educational Publishing Co, 1933, pp. 115), by J. Slight; *Play in the Infants School* (Nisbet, 3rd edn., 1949, pp. xiii+188), by E. R. Boyce; *Infant School Activities* (Nisbet, 4th edn., 1949, pp. viii+254), by E. R. Boyce; *The Education of Children under Seven* (Kegan Paul, Trench, Trubner, 1932, pp. xiii+279), by M. Sturt; *Testing Results in the Infant School* (Methuen, 2nd edn., 1948, pp. x+158), by D. E. M. Gardner; and, by the same author, *Long-term Results of Infant School Methods* (Methuen, 1950, pp. 106).

For the study of the junior school, *Activity in the Primary School* should be supplemented by *The New Era in the Junior School* (Methuen 1937, pp. vii+133), by E. B. Warr, which surveys the general development of children from seven to eleven and describes curricular experiments carried out by the writer, including projects and the use of dramatic methods. Of similar scope are *Social Experience in the Junior*

School (Methuen, 1951, pp. x+118), also by E. B. Warr; *Exploration in the Junior School* (University of London Press, 1950, pp. 272), by H. Philips and F. J. C. McInnes; *Learning and Teaching in the Junior School* (Methuen, 1947, pp. ix+123), by N. Catty; and *Junior School Community* (Longmans, Green, 1949, pp. xvi+204), by Mary Atkinson. The latter pays particular attention to the social background of the child and its demands on the teacher. A detailed description of an experiment in the application of individualized methods is also given in C. M. Fleming's *Individual Work in Primary Schools* (Harrap, 1934, pp. 154).

The Year Book of Education 1937 (Evans Bros., in association with the University of London Institute of Education, 1937) contains a very useful section entitled 'The Problem of the Junior School' which examines in the pre-war situation the relationship of the junior school to the nursery, infant and secondary schools and the administrative and organizational issues involved.

The reports of the Consultative Committee of the Board of Education on *Infant and Nursery Schools* (His Majesty's Stationery Office, 1933, pp. xxvi+282) and on *The Primary School*[1] (His Majesty's Stationery Office, 1931, pp. xxvii+290) should also be consulted for the light they throw on the evolution of pre-war thinking in this field. For comparative purposes, reference should be made to the report of the Advisory Council for Education in Scotland on *Primary Education* (His Majesty's Stationery Office, 1946, pp. vii+140).

A very readable account of the introduction of activity methods into a junior school in a discouraging environment is given in *Story of a School* (Ministry of Education Pamphlet No. 14) (His Majesty's Stationery Office, 1949, pp. 36).

V. Secondary Education

(*a*) GENERAL

It is not possible to classify material rigidly under the subsections which follow, as secondary education is a whole and any work dealing

[1] Commonly termed the 'Hadow Report on the Primary School', after the chairman, Sir W. H. Hadow, C.B.E.

mainly with one aspect necessarily throws light on others. Thus *The Boy's Grammar School, Today and Tomorrow* (Methuen, 1945, pp. x+141), by H. Davies, contains a chapter on 'Multilateral Schools', and the *Report of the Consultative Committee* (of the Board of Education) *on Secondary Education, with Special Reference to Grammar Schools and Technical High Schools*[1] (His Majesty's Stationery Office, 1938, pp. xxxviii+477) gives almost equal prominence to the technical school as to the grammar school.

The reader interested in one type of secondary school should therefore refer to preceding subsections, since, to save space, references are not generally repeated.

The New Secondary Education (Ministry of Education Pamphlet No. 9) (His Majesty's Stationery Office, 1947, pp. 63) sets out to indicate the ideals behind the 1944 Act. It does not attempt to describe existing conditions and omits all reference to public and independent schools. *Organization of Secondary Education* (Ministry of Education Circular No. 144) (His Majesty's Stationery Office, June 16th, 1947, pp. 10) contains useful definitions of such terms as 'bilateral school', 'multilateral school', 'comprehensive school'. *Secondary Education For All* (Fabian Research Series No. 118) (Fabian Publications, 1947, pp. 20), by Joan Thompson, summarizes the development plans of some fifty local authorities, showing the attitudes taken up towards multilateral and comprehensive schools, co-education, boarding education and other questions.

Secondary Education For All: Origins and Development in England (Routledge and Kegan Paul, 1949, pp. viii+224), by H. C. Dent, is a useful digest of the chief official reports and other publications dealing with universal secondary education. It enters in some detail into the controversial issue of the division of the secondary stage into 'grammar,' 'technical' and 'modern'.

The official report of greatest significance for secondary education is the report of the Consultative Committee (of the Board of Education) on *The Education of the Adolescent*[2] (His Majesty's Stationery

[1] Commonly termed the 'Spens Report', after the chairman, Mr (later Sir) Will Spens.

[2] Commonly termed the 'Hadow Report on the Education of the Adolescent', after the chairman, Sir W. H. Hadow, C.B.E.

Office, 1926, pp. xxiv+339). It is particularly important in accepting the age of transfer from the primary to the secondary stage as 11+. The report of the Advisory Council on Education in Scotland, *Secondary Education* (His Majesty's Stationery Office, 1947, pp. vi+198) should also be consulted, for, whilst written with Scottish conditions in mind, it reflects trends of opinion in England which have not yet received detailed official expression through a recent report.

It should be realized that the variety of schools giving a secondary grammar type of education (that is, an education of an academic nature, characterized by the study of languages ancient or modern, mathematics and the sciences and leading to the General Certificate of Education, and for some to university studies) is very great. Not only secondary schools maintained or aided by a local education authority enter into this category but also the public schools for boys and girls and a large number of independent schools. Thus there is much which is relevant in the extensive literature dealing with public schools and independent schools. (See relevant sections.)

The selection of children for various types of secondary schools is an issue of great educational and social importance. *Transfer from Primary to Secondary Schools*, a report of a Consultative Committee appointed by the Executive of the National Union of Teachers (Evans Bros., 1949, pp. 189) discusses current practice as revealed by a questionnaire replied to by 106 out of 147 local education authorities. It contains also a brief summary of the evolution of policy in selection for secondary education from the beginning of the century. The National Foundation for Educational Research in England and Wales early turned its attention to the problems of selection and an interim report on its scheme of long-term research, *The Allocation of Primary School Leavers* (Newnes Educational Publishing Co, 1950, pp. 68), by A. F. Watts and P. Slater, has been issued. Although published in 1936, *The Selection of Children for Secondary Education* (Harrap, 1936, pp. 181), by J. B. Thomson Davies and G. A. Jones, is still of value as an account of common techniques. It is based on experience gained in the West Riding of Yorkshire, as is also *Special Place Examinations* (University of London Press, 1944, pp. viii+71), a report resulting from investigations carried out by a group of West Riding teachers.

A short account of the extensive investigations into selection for secondary education in Scotland is given in *Promotion from Primary to Secondary Education* (University of London Press, 1948, pp. xiv+151), by D. M. McIntosh. The use of school records, the value of which is becoming increasingly appreciated, can be studied in *Cumulative Records, Notes on their Content and Use* (University of London Press, 1946, pp. 48), by C. M. Fleming.

(*b*) THE SECONDARY GRAMMAR SCHOOL

Compared with that dealing with nursery, infant and junior schools, there is very little material dealing with the secondary grammar school as an educational institution. The one recent book which attempts this, *The Boys' Grammar School, Today and Tomorrow* (Methuen, 1945, pp. x+141), by H. Davies, consists of a series of controversial essays dealing with some aspects of curriculum and organization, and *School Stresses, the Grammar School Today and Tomorrow* (Epworth Press, 1949, pp. 128) examines how far one school of this type achieved the aims set it by its headmaster (J. W. Skinner), whilst sixth form work under present-day conditions is dealt with in *Grammar School Sixth Forms* (Times Publishing Co, 1949, pp. 18), a series of articles from *The Times Educational Supplement* reprinted in pamphlet form. On the other hand, there is a vast literature dealing with the content of the curriculum and teaching methods as applied to individual subjects, and the organization of out-of-class activities.

The chief official publication is the report of the Consultative Committee (of the Board of Education) on *Secondary Education, with Special Reference to Grammar Schools and Technical High Schools*[1] (His Majesty's Stationery Office, 1938, pp. xxxviii+477), the historical introduction being particularly valuable. It can be supplemented by a study of *Policy and Progress in Secondary Education, 1902–42* (Nelson, 1943, pp. viii+228), by J. Graves, and the relevant sections in *The Silent Social Revolution* (Oxford University Press, 1937, pp. xii+274), by G. A. N. Lowndes.

The curriculum of the grammar school and the form and functions

[1] Commonly termed the 'Spens Report', after the chairman, Mr (later Sir) Will Spens.

of the former school certificate received special consideration in *Curriculum and Examinations in Secondary Schools*[1] (His Majesty's Stationery Office, 1943, pp. ix+151), the report of the Secondary Schools Examination Council. The reorganization of the certificate examinations which is taking place as from 1951 is outlined in a further report by the Council, *Examinations in Secondary Schools* (His Majesty's Stationery Office, 1947, pp. 8), and the principles upon which it is based in Circular 168 of the Ministry of Education (His Majesty's Stationery Office, April 23rd, 1948, pp. 4). In a recent publication, *The Road to the Sixth Form* (Ministry of Education Pamphlet No. 19) (His Majesty's Stationery Office, 1951, pp. 60), an attempt is made to look beyond examinations and academic specialization and to indicate the lines upon which the secondary grammar school may develop in the future. See also a report of the Incorporated Association of Assistant Mistresses, *Curriculum Eleven to Eighteen* (University of London Press, 1950, pp. 98).

(*c*) THE SECONDARY MODERN SCHOOL

The type of education which it is planned the secondary modern school should give is discussed in many of the references already given and particularly in *The New Secondary Education* (Ministry of Education Pamphlet No. 9) (His Majesty's Stationery Office, 1947, pp. 64), and in *Secondary Education For All: Origins and Development in England* (Routledge and Kegan Paul, 1949, pp. vii+224), by H. C. Dent. Material in book form describing the actual work of a school of this nature is as yet scanty.

Education in the Secondary Modern School (Pilot Press, 1946, pp. 77), by J. J. B. Dempster, is an account by an administrative officer of general aims, organization and curricula and should be compared with recent statements issued by several local education authorities (Nottinghamshire Education Committee: *The Secondary Modern School and its Curriculum, 1949*; Lancashire Education Committee: *The Future of the Modern School, 1946*; Bristol Education Committee: *The New Secondary School, 1947*; City of Leicester Education Com-

[1] Commonly termed the 'Norwood Report', after the chairman Sir Cyril Norwood.

mittee: *Secondary Modern Schools, 1948*). A very practical approach distinguishes two books by teachers, *Theory and Practice in the New Secondary Schools* (University of London Press, 1949, pp. 132), by A. Greenough and F. A. Crofts and *New Teaching for a New Age* (Nelson, 1946, pp. x+188), by A. H. T. Glover. Both deal with actual programmes of work done.

Prior to the 1944 Act and the raising of the school-leaving age on April 1st, 1947, the function of what is now the secondary modern school was served by the senior elementary school, taking children normally from 11 to 14 only, but exceptionally to 15. *The New Senior School* (Grant Educational Co, 1931, pp. 116), by T. Paynten Gunton, *Education up to Fifteen Years* (Mathews & Marrot, 1939, pp. 208), by A. H. Whipple, and *Educational Needs of the 14–15 Group* (University of London Press, 1938, pp. 182), by A. Greenough, describe the development of pre-1944 thinking and should be consulted for the sake of perspective.

(*d*) THE SECONDARY TECHNICAL SCHOOL

The secondary technical school is now replacing the junior technical school, which came into existence in 1913, and which received children from the age of 13 to 16. The latter is described in several of the references already listed, notably in the reports of the Consultative Committee of the Board of Education on *The Education of the Adolescent*, 1926, and on *Secondary Education*, 1938. There is also *A Review of Junior Technical Schools in England* (Board of Education Pamphlet No. 111) (His Majesty's Stationery Office, 1937, pp. 41), and for the education of girls in these schools, *A Comparison of Girls' Junior Technical Schools in London and Paris* (unpublished M.A. thesis by D. A. Pannett) (University of London Library, 1939).

Little material is available describing the development in recent years of the secondary technical school. Of references already listed, Ministry of Education Pamphlet No. 9 on *The New Secondary Education* should be consulted, but the report of the Consultative Committee on *Secondary Education* is misleading, as its recommendations concerning technical high schools have been disregarded. The most

fruitful source of information is the periodical *The Vocational Aspect of Further Education* and the pamphlets on various aspects of technical education published by the Joint Committee of the Association of Technical Institutions and the Association of Principals of Technical Institutes.

Also tending to be absorbed into the new pattern of secondary technical education are the few pre-war junior commercial schools, junior art schools and junior trade schools. The latter, which were rare save in London, gave strictly vocational training, recognized both by employers and trade unions as equivalent to part of a period of apprenticeship for a trade (e.g. cabinet-making). See *The Technical College, its Organization and Administration* (Oxford University Press, 1939, pp. vi+496), by W. A. Richardson.

(*e*) THE CENTRAL SCHOOL

The development of the central school is briefly discussed in Chapter 1 of the report of the Consultative Committee (of the Board of Education) on *The Education of the Adolescent* (His Majesty's Stationery Office, 1926, pp. xxiv+339), and there is useful descriptive material in the *Year Book of Education, 1939* (Evans Bros. in association with the University of London Institute of Education, 1939). More detailed and comprehensive is *A Survey of the History and Development of the Selective Central School* (unpublished M.A. thesis by A. J. Nurse) (University of London Library, 1939).

The central school was so named because it received from surrounding elementary schools those senior pupils who, whilst not wishing or able to secure a place in a grammar school, were willing and able to benefit by an education at once more thorough and more biased towards industrial and commercial employment than that given in the last three years of the old elementary school course.

Since 1944, the term 'central school' has tended to drop out of use. Some of the old central schools are becoming 'secondary grammar' in character and some 'secondary technical'. Most, however, are developing the characteristics of the secondary modern school, whilst retaining in some cases their selective nature.

(*f*) THE COMPREHENSIVE SCHOOL

The possibilities and drawbacks of the comprehensive school are touched upon, and in some cases discussed in some detail in many of the references given in the preceding sections. In particular see *Secondary Education for All* by H. C. Dent; *Organization of Secondary Education* (Ministry Circular No. 144); *Secondary Education For All*, by Joan Thompson; and *The Boys' Grammar School*, by H. Davies.

Fuller consideration of the issue is given in *Three Schools or One?* (Methuen, 1948, pp. 95), by Lady Simon of Wythenshawe, together with consideration of conditions in the U.S.A. and Scotland. A description of the organization of one school in the latter country with many of the elements of a comprehensive school is given by the ex-headmaster, F. M. Earle, in *Reconstruction in the Secondary School* (University of London Press, 1944, pp. 188). *The Comprehensive School* (a pamphlet issued by the English New Education Fellowship, 1950, pp. 48), makes a valuable contribution to the controversy by putting forward a draft plan of organization for a comprehensive school of 1,100–1,700 pupils.

For an account of the proposed comprehensive high schools to be set up by the London County Council see *The London School Plan* (Staples, 1947).

During recent years the social and educational implications of the comprehensive school has roused much controversy. This has found expression in many scattered sources, the most considerable of which are the articles and letters appearing in educational periodicals, and in particular in *The Times Educational Supplement*.

VI. Further Education

'Further Education' comprises all forms of education, other than university studies, following the secondary stage. It therefore embraces the vocational training given in technical and commercial colleges and colleges of art; the vocational and liberal education given to young people in working hours in day continuation schools or under training schemes organized within industrial concerns; the highly developed field of liberal studies fostered by the extra-mural

departments of universities and traditionally known as 'Adult Education'; and the very wide range of recreational and leisure-time activities pursued in recreational institutes, community centres, youth centres, youth clubs, women's institutes, townswomen's guilds and many voluntary associations. The term 'Higher Education' is also somewhat loosely used of studies pursued beyond the secondary school stage.

It should be realized that there are no hard and fast boundaries in this field in terms of subjects, or in terms of institutions. Bookbinding may be taken up for vocational reasons, or less formally as a hobby, whilst often the same institution (e.g. a polytechnic) caters for vocational, liberal and recreational interests.

(*a*) TECHNICAL INSTITUTIONS: POLYTECHNICS, TECHNICAL COLLEGES AND INSTITUTES

The student wishing to study technical training for any occupation or to examine any particular institution should gain a grasp of the structure as a whole. A helpful introduction is *Education for Industry and Commerce* (Oxford University Press, 1933, pp. xiv+228), by A. Abbott, which gives a clear picture of the development of technical education and its organization. Although written in 1933, it has contemporary value. *The Technical College: its Organization and Administration* (Oxford University Press, 1939, pp. vi+496), by W. A. Richardson, is an outstandingly lucid and detailed study of the function, organization and administration of a technical college. There are also chapters dealing with other institutions of technical education and their relation to the technical college. *Technical Education: its Development and Aims* (Arnold & Co, 1925, pp. vii+183), by C. T. Millis, is difficult reading but contains much interesting and detailed historical material relating to the development of institutions in the London area. *Further Education* (Ministry of Education Pamphlet No. 8) (His Majesty's Stationery Office, 1947, pp. 200) outlines the Ministry's attitude towards future plans, and includes very useful lists of official and other reports dealing with all aspects of further education. It also gives many examples of the facilities at present available not only for technical, but also for the professional, cultural,

and recreational education of those who have ceased full-time attendance at school.

A very brief but very useful account of the growth of the National Certificate and Diploma examination system in technical colleges is given in the final chapter of *Personalities and Power in English Education* (Leeds: Arnold and Son, 1950, pp. 334), by John Leese. Under this system individual colleges have considerable responsibilities in the setting and the marking of the examination papers and the colleges have moved away from the domination of the external examiner.

For a study of the policy underlying present plans for the expansion of technological education there are two reports of great importance. They are *Higher Technological Education*,[1] the report of a Special Committee appointed by the Minister of Education in 1944 (His Majesty's Stationery Office, 1945, pp. 31), and *The Future Development of Higher Technological Education*, a report of the National Advisory Council on Education for Industry and Commerce (His Majesty's Stationery Office, 1950, pp. 28). Both reports consider at some length the distinction between 'technical training' and 'technology'. For commercial education, there is the report of a Special Committee of the Ministry of Education on *Education for Commerce*[2] (His Majesty's Stationery Office, 1949, pp. vi+80), which has a short but valuable historical introduction. See also *The Case for the Technical University* (Times Publishing Co, 1950, pp. 11), and the earlier valuable essay on the need for according due status to technological studies by Lord Eustace Percy, *Education at the Crossroads* (Evans Bros., 1930, pp. 104).

For the history of the movement to found polytechnics in London see *Technical Education*, by C. T. Millis (noted above), and *The Polytechnic and its Founder, Quintin Hogg*, by E. M. Wood (Nisbet, 2nd edn., 1932, pp. 383). The polytechnic in its early days differed from the technical college and the technical institute in the provision made for social and recreational activities through clubs, societies,

[1] Commonly termed the 'Percy Report', after the chairman, Lord Eustace Percy.
[2] Commonly termed the 'Carr-Saunders Report', after the chairman, Sir Alexander M. Carr-Saunders.

gymnasia, libraries and reading-rooms and also in the many-sidedness of its technical and other courses. The larger technical colleges, both in London and the Provinces have more and more increased their own facilities in these directions and the term 'polytechnic' is now chiefly of historical significance.

On the other hand, there is a difference between the technical college and the technical institute in that the former title is generally assumed by an institution reaching certain standards of equipment and staffing and undertaking an appreciable amount of advanced work during the day. The latter title, on the other hand, suggests a lesser emphasis on advanced work and on day classes.

The term evening institute was originally applied to those institutions providing general courses in clerical subjects and preliminary courses for those whose school education was not sufficiently advanced for them to enter courses in a technical college or institute. In recent years the raising of the school-leaving age has modified the need for preliminary courses and the rising demand for cultural and recreational pursuits, especially from middle-aged adults, has led to the taking on of new functions.

For the full range of studies classified as 'technical' see Ministry of Education Pamphlet No. 8, *Further Education* (noted above), and also the current number of *Floodlight*, the guide to evening classes issued in September each year by the London County Council (already noted under 'Reference Books').

In recent years there has been a great increase in the number of young workers released by their employers for part-time study in technical colleges or other chosen institutes either for one day per week or for continuous periods of several weeks. This development is described in *Part-time Education in Great Britain* (Turnstile Press, 1949, pp. ix+71), by H. C. Dent.

(*b*) DAY CONTINUATION SCHOOLS

The Act of 1944 provides for the setting up of county colleges to provide part-time education for young people in employment up to the age of 18. *Youth's Opportunity* (Ministry of Education Pamphlet No. 3) (His Majesty's Stationery Office, 1945, pp. 54) shows the lines

on which development may be expected when the time comes for the implementation of this section of the Act.

The Act of 1918 also contained provision for part-time education of a similar type in day continuation schools and the scheme began on a compulsory basis. This could not be maintained, however, but many authorities retained these schools for those firms which wished to send their young employees, and the number of such schools has increased since 1944. There is a marked tendency for the term 'day continuation school' to be replaced by others, such as 'day college', 'centre for further education', etc.

For accounts of the early ventures, which have great significance for the future, see *Day Continuation Schools* (Birmingham: Publications Department, Bournville, 1935, pp. x+81), by R. W. Ferguson and A. Abbott, *The Day Continuation School in England* (Allen & Unwin, 1923, pp. 221), by E. A. Whitefall, *A Day Continuation School at Work* (Longmans, Green, 1920, pp. xii+212), ed. by W. J. Wray and R. W. Ferguson.

Of particular interest is *From Learning to Earning* (Faber & Faber, 1944, pp. 168), by P. I. Kitchen, which describes the Rugby Day Continuation School, the only school of this type at which attendance continued to be compulsory.

Many large business firms have organized their own schemes for continued education. For short accounts of these see the *Bacie Journal* (see 'Periodicals') and *The Education of the Young Worker*, the report of a Conference at Oxford, 1948 (published for the King George's Jubilee Trust. Oxford University Press, 1949, pp. 119), which contains a valuable fifteen-page bibliography. Another informative publication is *Training Worker Citizens* (MacDonald & Evans, 1949, pp. xvi+255), ed. by D. Cleghorn Thomson.

(c) ADULT EDUCATION

(1) *General*

A survey of *Adult Education in the United Kingdom* was compiled in 1949 by the National Co-operating Body of Education for the United Kingdom at the request of Unesco, for inclusion in an International Directory of Adult Education. It contains a brief but comprehensive

survey of the whole field, lists of books, pamphlets, periodicals and films and a most useful description of main organizations and institutions. It is of the first importance to all students interested in one or more aspects of the subject. Most of the following suggestions are drawn from the excellent bibliography in this survey. A draft edition of the *International Directory of Adult Education* was issued by Unesco's Education Clearing House, Paris, in 1950. It includes, but in considerably abbreviated form, much of the material in the above survey.

(2) *University Extension Classes and the Workers' Educational Association*

The universities entered the field of adult education in the last quarter of the nineteenth century, when they extended their activities beyond their walls by providing *university extension* lectures where a demand was felt or could be fostered. After the formation of the Workers' Educational Association in 1903, they joined with this body to set up *Tutorial Classes*, through which students received more intimate and detailed attention than was possible in the lecture-room. The universities now, through their *Extra-Mural Departments*, provide both extension lectures and tutorial classes, the latter still mainly but not exclusively in conjunction with the Workers' Educational Association.

The early history of the University Extension movement is described in *University Extension, a Survey of Fifty Years, 1873–1923* (Cambridge, 1923, pp. vi+155), by W. H. Draper. For the study of the development of the Workers' Educational Association, there is *An Adventure in Working-class Education, being the History of the W.E.A., 1903–1915* (Longmans, Green, 1920, pp. xx+73), by Albert Mansbridge, the founder of the Association; *The Story of the Workers' Educational Association, 1903–1924* (Labour Publishing Co, 1924, pp. 94), by T. W. Price; *Workers' Education in Great Britain: a Record of Educational Service to Democracy since 1918* (Workers' Educational Association, 1945, pp. 35); and *Adult Education for Democracy* (Workers' Educational Association, 1945, pp. 95), by H. C. Shearman. The early history of the Tutorial Class movement can be studied in

University Tutorial Classes (Longmans, Green, 1913, pp. xii+197), by A. Mansbridge.

There are three essays by S. G. Raybould which throw light upon the content of W.E.A. classes, the methods used and the standards which are sought. They are *The Approach to W.E.A. Teaching* (Workers' Educational Association, 1947, pp. 28); *University Standards in W.E.A. Classes* (Workers' Educational Association, 1948, pp. 34); and *The W.E.A.: The Next Phase* (Workers' Educational Association, 1949, pp. 106).

More general in scope are *The Adult Class* (Nelson, 1938, pp. 172), by A. J. Ratcliffe, which discusses organizational and tutorial questions; *The Tutor in Adult Education* (Dunfermline: The Carnegie United Kingdom Trust, 1928, pp. 237), produced by the British Institute of Adult Education and the Tutors' Association; and *Adult Education in Practice* (Macmillan, 1934, pp. xiv+301), by R. Peers.

Much contemporary descriptive material is to be found in the periodicals *Adult Education*, *Further Education* and *The Highway*.

(3) *Residential Settlements*, *Educational Settlements*, *Residential Centres*, *Community Centres*

The aims of the pioneers of University Extension and University Tutorial Classes were to extend the teaching functions of the universities far beyond their walls and to institute courses of lectures and classes wherever there was a demand. The same principle was followed also by the Workers' Educational Association.

There are obvious advantages, however, in having meeting places set aside for such purposes in areas where the need is both stable and considerable. Thus Educational Settlements and Centres developed. These foster a wide range of activities, mainly of an 'Adult Education' character. Early developments can be traced through *Education through Settlements* (Allen & Unwin, 1924, pp. 63), by A. Freeman. The earlier Settlements and Centres were the result of voluntary effort, but in recent years many have been founded by local education authorities in the fulfilment of their duties under the 1944 Act.

The educational settlement or centre should not be confused with the earlier 'Residential Settlement' (e.g. Toynbee Hall) which arose

from the need felt by university men in the last quarter of the nineteenth century for bases in the poorer districts of towns from which they could conduct their religious, social and educational missionary work, although the activities of both have many common elements. The ideals inspiring the residential settlements can be studied in *Toynbee Hall: Fifty Years of Social Progress, 1884–1934* (Dent, 1935, pp. 315), by J. A. R. Pimlott.

The desire felt by students and their tutors for periods of full-time study in residential colleges has also found expression. It should be noted that a small number of long-established colleges receive students for courses extending over at least a year, but that the majority are colleges set up since the end of the 1939–45 war to provide short courses of from 'week-end' to six weeks or eight weeks' duration. Accounts of their work appear from time to time in the periodicals *Adult Education*, *Further Education* and *The Highway*, and information concerning them is given in *Accommodation for Adult Education* (Foundation Papers, Supplement No. 5, published by the National Foundation [now Institute] of Adult Education, 1948, pp. 30). The cause of the residential college is strongly urged by Sir Richard Livingstone in *The Future in Education* (Cambridge University Press, 1941, pp. ix+127), and an illuminating account of the motives and interests of students who had attended a long-term residential college (Ruskin College) and of the effects of the experience upon them is given in *Learn and Live: the Consumer's View of Adult Education* (Methuen, 1936, pp. vii+271), by W. E. Williams and A. E. Heath. An interesting objective analysis of the age, school education and occupations of students attending evening courses is given in *Who Were the Students?* (National Institute of Adult Education, 1950, pp. 28), by W. E. Styler.

Community centres are not primarily educational institutions. They aim at creating opportunities in the districts which they serve for social life and recreation, and educational activities develop as need arises.

The theory of the community centre is succinctly stated in *Community Centres*, a pamphlet of the Ministry of Education (His Majesty's Stationery Office, 1946, pp. 40), which contains an admirably con-

densed account (Appendix I) of the development of the movement. Much material in pamphlet form is also published for the National Federation of Community Associations by the National Council of Social Service (26 Bedford Square, London, WC1). One pamphlet of particular interest to the educationalist is *Community Associations and Adult Education* (National Council of Social Service, 1949, pp. 43), by H. E. S. Marks.

(*d*) RECREATIONAL AND LEISURE-TIME ACTIVITIES

There is a vast range of instruction given in purely recreational pursuits and hobbies (e.g. toy-making, the care of pet animals, aero-modelling, basketry, ballroom dancing, etc.) in evening institutes, community centres and youth clubs, and under the auspices of many voluntary associations. See *Floodlight: a Guide to Further Education* (published annually by the London County Council) for details of the provision of this kind made by the London County Council. There is also *London Men and Women: an Account of the L.C.C. Men's and Women's Institutes* (Life and Leisure Pamphlet No. 3) (British Institute of Adult Education, 1936, pp. 42), by S. Myers and E. Ramsay.

(*e*) OTHER ASPECTS OF FURTHER EDUCATION

The above notes only touch upon the most salient features of Further Education and are designedly limited to material likely to be of value in the study of the institutional forms which have developed to express recognized needs. Any detailed approach to the subject must include consideration of the part played by such agencies as broadcasting, the documentary film, public libraries and museums.

Attention should also be given to educational provision for members of the armed forces, briefly described in *British Services Education* (Longmans, Green, 1950, pp. 95), by C. Lloyd.

See also *Youth Centres and Youth Clubs* (Section VII below).

VII. Youth Centres and Youth Clubs

Administratively, the provision of youth centres and of many other facilities for young people falls under the general heading of 'Further

Education', but there are very many voluntary bodies of long standing (e.g. Boy Scouts and Girl Guides) working independently in this field.

Before any aspect of youth work is selected for study, its immense range and variety should be grasped. A. E. Morgan's *Youth Services* (published for the British Council by Longmans, Green, 1948, pp. 40) and *Youth Organizations of Great Britain* (ed. Douglas Cooke) (Jordan, 1946, pp. x+341) should be consulted for this purpose.

For the general study of youth clubs (the term generally used for clubs and associations for boys and/or girls in the 14–18 year age-range) and of youth centres (generally run by local authorities and catering for young people of both sexes up to the age of 21) see *The Needs of Youth* (Oxford University Press for the King George Jubilee Trust, 1939, pp. xii+436), by A. E. Morgan; *The Outlook for Youth Work* (King George Jubilee Trust, 1948, pp. 143), by L. J. Barnes; and two books by J. MacAlister Brew, *In the Service of Youth* (Faber & Faber, 1943, pp. 300) and *Informal Education* (Faber & Faber, 1946, pp. 383), which reveal how work with young people today is based upon their spontaneous interests and upon the principle of co-operation. A detailed account of the setting-up of a youth club and of initial plans for a community centre is given in *Education After School* (Routledge and Kegan Paul, 1948, pp. x+180), by C. Stimson.

A report of the Youth Advisory Council of the Board of Education, *The Youth Service After the War* (His Majesty's Stationery Office, 1943, pp. 32) and a further report of the Youth Advisory Council of the Ministry of Education, *The Purpose and Content of the Youth Service* (His Majesty's Stationery Office, 1945, pp. 16), should be consulted for expressions of the official attitude towards the aims and organization of youth work.

The need for provision for the younger age-groups during out-of-school hours is discussed in *Out of School* (report of the Central Advisory Council for Education (England) of the Ministry of Education) (His Majesty's Stationery Office, 1948, pp. 40), and the special place of the play-centre in *The Children's Play Centre* (Methuen, 1937, pp. xv+143), by D. E. M. Gardner.

Young farmers' clubs, interesting because of their vocational

basis and their place in rural life, are dealt with in a subsequent section.

For the training of youth leaders, their recruitment and conditions of service, see *Teachers and Youth Leaders*, the report of the Committee appointed by the President of the Board of Education to consider the Supply, Recruitment and Training of Teachers and Youth Leaders (His Majesty's Stationery Office, 1944, pp. 176), and also the report of the Committee of the Ministry of Education on *Recruitment, Training and Conditions of Service of Youth Leaders and Community Centre Wardens* (His Majesty's Stationery Office, 1949, pp. iv+16).

VIII. Public Schools and Preparatory Schools

There is a very considerable quantity of material dealing with public schools and their social significance. Bibliographies are given at length in *The Public Schools and British Opinion since 1860* (New York: Columbia University Press, 1941, pp. xii+511), by E. C. Mack, and in *The Public Schools and the Nation* (Robert Hale, 1944, pp. 160), by A. B. Badger.

The following are suggested for initial reading: *English Public Schools* (Collins, 1945, pp. 48), by Rex Warner; *The Public Schools and the General Educational System*[1] (report of the Committee on Public Schools appointed by the President of the Board of Education in 1942) (His Majesty's Stationery Office, 1944, pp. iv+132); *The Public Schools Today* (University of London Press, 1948, pp. 111), by J. F. Wolfenden; *The Public Schools Question* (Longmans, Green, 1948, pp. xii+115), by Spencer Leeson; *Barbarians and Philistines* (Secker & Warburg, 1940, pp. 282), by T. C. Worsley; *Public Schools, Their Failure and Their Reform* (Hogarth Press, 1932, pp. 224), by L. B. Pekin; and *The Public Schools and the Future* (Cambridge University Press, 1942, pp. vi+128), by D. Hughes.

Warner gives a brief and well-balanced account; Spencer Leeson, Hughes and Wolfenden defend the schools; Pekin, Badger and Worsley are critical, often violently so; and Mack's work is a scholarly

[1] Commonly termed the 'Fleming Report', after the chairman, the Hon. Lord Fleming, M.C.

account of all aspects of public opinion. An interesting account of the genesis of the term 'Public School' is given in Appendix A to the report on *The Public Schools and the General Educational System* (see above).

It should be noted that all public schools of long standing have their own published histories and commentaries, many of which are listed in the bibliographies already mentioned. There has also, since the appearance of *Tom Brown's Schooldays*, been a succession of novels dealing with public school life. They are critically studied in *Schools in English and German Fiction* (Sonnino Press, 1933, pp. xiii+138), by W. R. Hicks.

The development of public schools and high schools for girls has a fairly extensive literature. Two books celebrate the centenaries of Queen's College and North London Collegiate School: they are *Queen's College, 1848–1948* (Routledge and Kegan Paul, 1948, pp. 132) by R. G. Grylls, and *North London Collegiate School, 1850–1950* (Oxford University Press, 1950, pp. 230), ed. by R. M. Scrimgeour. Besides tracing in detail the histories of the two schools, they throw much light on the influences which have moulded girls' schools and girls' education generally. A general treatment of the subject is given in *The English Miss: Today and Yesterday* (Harrap, 1939, pp. 336), by A. C. Percival, in which the chapters on 'The High School' and 'The Public School' are of especial interest, and *The Jubilee Book of the Girls' Public Day Schools Trust* (Cambridge University Press, 1942, pp. viii+204) gives individual histories of all the schools administered by the Trust.

Preparatory schools (i.e. schools whose function it is to prepare boys for the public schools) have received comparatively little attention from writers on education. There is a chapter in *The Schools of England* (Sidgwick & Jackson, 1928, pp. xx+388), ed. by J. Dover Wilson, containing some descriptive material, but the only full and reasonably up-to-date account is in *The History and Development of Boys' Preparatory Schools in England* (unpublished M.A. thesis, University of London Library, 1938), by F. C. Pritchard.

For brief details of individual public and preparatory schools see *The Public and Preparatory Schools Year Book* and *The Girls' Public Schools Year Book* (listed under 'Reference Books', etc.).

IX. Independent and Private Schools

By 'Independent School' is meant any school not in receipt of public funds and thus not subject to public control. Many famous schools come into this category, and also a large number of other schools ranging from public schools to nursery schools, commercial colleges (e.g. Pitman's College, Clark's College), and small schools held in dwelling-houses. A further distinction may be made between independent schools run on a non-profit-making basis and those which are owned by a single individual or group of individuals who are personally responsible for their finances. Public schools come within the former category and most preparatory schools within the latter.

Information concerning independent schools (save those which have a national reputation) is extremely scanty, as until recently neither the Ministry nor the local education authorities have been empowered to require returns to be made. The report of the Departmental Committee of the Board of Education on *Private Schools and Other Schools not in receipt of Grants from Public Funds* (His Majesty's Stationery Office, 1932, pp. 98) should be read, and also the journal *The Independent School.*

Advertisements describing a large number of private schools are to be found in *Paton's List of Schools* (listed under 'Reference Books').

X. Denominational Schools

The part played by the Church of England in establishing schools in the nineteenth century is one aspect of the general history of education and is studied in the historical works already mentioned. Two specialized works which should be consulted are *A Century of Education, 1808–1908* (Dent, 1908, pp. x+330), by H. B. Binns, dealing with the work of the British and Foreign Schools Society and *The Church's Part in Education, 1833–1941*, (National Society for Promoting Christian Knowledge, 1942, pp. 182), by C. K. F. Brown which pays particular attention to the work of the National Society. *The Story of the Woodard Schools* (Hodder & Stoughton, 1937, pp. 224) by K. E. Kirk, describes the boys' and girls' public schools controlled by the Woodard Corporation. The Corporation owes its name to

Canon Woodard, who led the movement in the second half of the last century to found more boarding schools with a specifically Church of England background. The work of the Church Schools Company in founding high schools for girls is briefly sketched in *The Church Schools Company, 1883–1933* (Oxford: printed for the Company by the Church Army Press, 1934, pp. 55).

The influence of Methodism and the distinctive characteristics of Methodist schools are traced, at least up to the end of the nineteenth century, in *Methodist Secondary Education* (Epworth Press, 1949, pp. 351), by F. C. Pritchard, and the schools of the Society of Friends are described in *A Critical Estimate of the Educational Theory and Practice of the Society of Friends, as seen in Their Schools in England* (unpublished Ph.D. thesis; University of London Library, 1947), by W. A. C. Stewart.

The Catholic Schools of England and Wales (Cambridge University Press, 1944, pp. x+142), by H. O. Evennett, is an interesting account of the history and present position of Catholic secondary schools and contains information elsewhere unobtainable. There is also *The Catholic Schools of England* (Williams & Norgate, 1926, pp. xi+255), by A. S. Barnes, which deals with the chief Catholic public schools. For a more general treatment of Catholic education see the relevant chapters in *The English Catholics, 1850–1950* (Burns, Oates, 1950, pp. xix+640), ed. Rt. Rev. G. A. Beck.

XI. Progressive Schools

The term 'Progressive School' is applied to those schools, generally 'Independent' in the sense described above, which are characterized by a minimum of imposed discipline, an emphasis upon the development of the personality rather than on the training of character and an approach to the curriculum based upon the aptitudes and interests of individual pupils. This movement, stimulated by a reaction against the public schools towards the end of the nineteenth century, can be traced through the development of such schools as Abbotsholme, Bedales, King Alfred (Hampstead), Dartington Hall, and St. Christopher's (Letchworth). The work of A. S. Neill at Summerhill stems,

in so far as it is derivative, from that of Homer Lane, described in *Homer Lane and the Little Commonwealth* (Allen & Unwin, 1948, pp. 200), by E. T. Bazeley.

For the history of the movement, *Educational Experiments in England* (Methuen, 1920, pp. viii+258), by Alice Woods, is a useful introduction and the work of a number of schools is described in *The Modern Schools Handbook* (ed. T. Blewitt) (Gollancz, 1934, pp. 319). It should be noted, however, that several of the schools therein described are no longer in existence. See also *Progressive Schools, their Principles and Practice* (Hogarth Press, 1934, pp. 197), by L. B. Pekin, which, besides discussing a number of schools, gives a fairly detailed account of St. Christopher's (Letchworth), and *The Adolescent at School* (New Education Book Club, 1949, pp. 165), by V. Mallinson.

The following books, whilst describing individual schools, have also a wider interest in that they all deal with the principles underlying progressive education: *Abbotsholme, 1889–1899, or Ten Years' Work in an Educational Laboratory* (Allen, 1900, pp. xvi+640), by C. Reddie; *Reddie of Abbotsholme* (Allen & Unwin, 1934, pp. 335), by B. M. Ward; *Bedales: a Pioneer School* (Methuen, 1923, pp. xxiv+232), by J. H. Badley; *A Schoolmaster's Testament* (Oxford: Blackwell, 1937, pp. ix+209), by J. H. Badley; *Bedales Since the War* (Chapman & Hall, 1936, pp. 144), by G. Crump; *Education for Sanity* (Heinemann, 1947, pp. vii+132), by W. B. Curry; *That Dreadful School* (Herbert Jenkins, 1937, pp. 224), by A. S. Neill.

Many articles describing work in similar schools have been published in *New Era*, the journal of the New Education Fellowship.

XII. Country Schools

The condition of education in the English countryside is critically considered in *The Education of the Countryman* (Kegan Paul, Trench, Trubner, 1943, pp. xi+251), by H. M. Burton. Two earlier books which should also be read are *The Country School: its Practice and Problems* (Oxford University Press, 1929, pp. xii+276), by M. K.

Ashby, and *Rural* Education (Oxford University Press, 1923, pp. 227), by A. W. Ashby and P. G. Byles. The attitude of the Board of Education to the problems of rural education was given in *Rural Education* (Board of Education Pamphlet No. 46) (His Majesty's Stationery Office, 1926, pp. 58), and in *Education and the Countryside* (Board of Education Pamphlet No. 99) (His Majesty's Stationery Office, 1934, pp. 106).

The implementation of the Hadow proposals for the reorganization of secondary education made in the report of the Consultative Committee (of the Board of Education) on *The Education of the Adolescent* (His Majesty's Stationery Office, 1926, pp. xxiv+339) can be studied in *An Experiment in Rural Reorganization* (Board of Education Pamphlet No. 93) (His Majesty's Stationery Office, 1934, pp. 35), which describes the Area Schools of East Suffolk and there is an entertaining series of short novels by R. Armfelt, published by the Pilot Press. These, *County Affairs* (1945, pp. 159); *Village Affairs* (1946, pp. 144); and *Shapton Affairs* (1948, pp. 192), deal with the social settings of a rural secondary modern school, a village primary school, and a country grammar school. There is, too, an interesting study of village school life in *The Dodo: the Story of a Village Schoolmaster* (Faber & Faber, 1950, pp. 184), by Vicars Bell.

The Village Colleges of Cambridgeshire are described in *The Countryman's College* (Pitman, 1943, pp. 32), by H. C. Dent, and there is a description of Impington Village College in *About Education* (Faber & Faber, 1945, pp. 172), by C. E. M. Joad. See also *The Village College* (Cambridge University Press, 1924, pp. 27), by H. Morris, in which the Chief Education Officer for Cambridgeshire outlined his original conception of the village college scheme.

As regards the content of education for the rural child, it should be noted that current opinion favours a curriculum based on and interpreting the life of the countryside rather than one identical with that of the urban school or one aimed at specific training for agricultural work. *The School Farm* (Harrap, 1946, pp. 159), by A. C. Hilton and J. E. Audric, and *Farm and School* (Longmans, Green, 1939, pp. viii+112), by J. O. Thomas and A. Voysey, describe how 'rural bias' is introduced into the curriculum through long-term projects.

XIII. Agricultural Education

There is some vocational training for agricultural work in a few public and secondary schools, but the main institutions for such training are the farm institutes, the agricultural colleges and the agricultural departments of the universities. Farm institutes cater for youths and in some cases young women with farming experience and provide one-year courses leading to posts in the supervisory or skilled labour grades. The agricultural colleges train for work of greater executive responsibility, whilst university agricultural departments provide scientific workers and research specialists. The whole field is most lucidly explained in *Agricultural Education in Great Britain* (Longmans Green, for the British Council, 1948, pp. 28), by N. M. Comber, and details of all institutions are given in *Full-time Agricultural Education in England and Wales* (Circular A.E. 50/51 of the Ministry of Agriculture and Fisheries, His Majesty's Stationery Office, 1950, pp. 16).

The two chief official reports of the Ministry of Agriculture and Fisheries dealing with contemporary policy are the *Report of the Committee on Post-war Agricultural Education in England and Wales*[1] (His Majesty's Stationery Office, 1943, pp. 92), and the *Report of the Committee on Higher Agricultural Education in England and Wales*[2] (His Majesty's Stationery Office, 1946, pp. 86). There is also the *Report on the Provision in Secondary Schools of Courses Preparatory to Agricultural Employment* (His Majesty's Stationery Office, 1945, pp. 13), by the Joint Advisory Committee on Agricultural Education.

The work of the young farmers' clubs, which maintain contact through the National Federation of Young Farmers' Clubs, shows how agricultural training can be linked with social life in the countryside. Reference should be made to *Policy and Programmes of Young Farmers' Clubs* (published by the National Federation of Young Farmers' Clubs, 1943, pp. 18), by Professor A. W. Ashby, and to the journal of the Federation, *The Young Farmer*.

[1] Commonly termed the 'Luxmoore Report', after the chairman, the Rt. Hon. Lord Justice Luxmoore, P.C.

[2] Commonly termed the 'Loveday Report', after the chairman, Dr T. Loveday.

XIV. Special Schools

The classification of the various types of disability requiring that special educational provision should be made is described in *Special Educational Treatment* (Ministry of Education Pamphlet No. 5) (His Majesty's Stationery Office, 1946, pp. 36).

Every form of educational disability has its own extensive and highly specialized literature. The following books are suggested for introductory reading for the non-specialist wishing to learn something of special education for educationally sub-normal children:

The Education of Backward Children (Board of Education Pamphlet No. 112) (His Majesty's Stationery Office, 1937, pp. 68).

The Education of Backward Children (Harrap, revised edn., 1951, pp. 176), by M. E. Highfield [formerly M. E. Hill].

The Education of the Ordinary Child (Nelson, 1942, pp. viii+240), by J. Duncan. This describes the methods used at the famous Lankhills special school for educationally sub-normal children, the title resulting from the author's conviction that the methods he used are also the best for ordinary children.

The Treatment of the Backward Child (Methuen, 1950, pp. 36), by R. K. Robertson. This consists of brief but valuable notes on the organization of special classes for backward children in ordinary schools.

The provision made for the blind is surveyed in *The Education of the Blind*, a report of the Joint Committee of the College of Teachers of the Blind and the National Institute for the Blind (Arnold, 1936, pp. xxiv+344), and *The Partially-Sighted School* (Chatto & Windus, 1948, pp. 174), by W. Lightfoot, is an excellent and up-to-date account of the training given to those who have not entirely lost their sight.

Opportunity and the Deaf Child (University of London Press, 1947, pp. x+252), by I. R. and A. W. G. Ewing, is an authoritative study resulting from the work of the Department of the Education of the Deaf of the University of Manchester.

Many of the administrative and other problems of Special School work are dealt with in the *Special Schools Journal* (see earlier section on 'Periodicals.').

XV. Approved Schools

Approved schools (so termed because they are approved by the Secretary of State for Home Affairs for the reception of children in need of 'care and protection') and remand homes form only part of a highly complex series of institutions dealing with the delinquent or neglected child. *The Report of the Care of Children Committee*[1] (His Majesty's Stationery Office, 1946, pp. 195), gives a detailed account of the situation in 1946 and has been a basis for far-reaching reforms. Approved schools are dealt with in paragraphs 283–312 and remand homes in paragraphs 313–324. There is a concise summary of the subject, which serves as a useful introduction to the study of the above report, *The Care of Homeless Children* (Fabian Research Series No. 107) (Fabian Publications, 1947, pp. 33), by Helen Donington.

Approved schools are described at some length, but less critically, in *Making Citizens*, a review of the aims, methods and achievements of the approved schools in England and Wales (His Majesty's Stationery Office, 1946, pp. 62), and there is also a most interesting report by the Select Committee of the House of Commons set up to examine expenditure on these schools, *Approved Schools* (Eighteenth Report from the Select Committee on Estimates of the House of Commons) (His Majesty's Stationery Office, 1949, pp. xx+128). In the course of the Committee's enquiries, much light was thrown on matters relating to organization and training.

Approved schools are also discussed in the *Sixth Report of the Work of the Children's Department* (His Majesty's Stationery Office, 1951, pp. v+52), which gives a detailed and valuable account of recent changes in provision for children deprived of a normal home life.

The Directory of Probation Officers, Probation Homes and Hostels, Remand Homes, Home Office Schools and Borstal Institutions (His Majesty's Stationery Office, last edition 1947, pp. 23+184) includes a brief description of every approved school and remand home in England and Wales and also a condensed account, for the use of magistrates and others of the probation system, of the differing

[1] Commonly termed the 'Curtis Report', after the chairman, Miss (later Dame) Myra Curtis.

functions of 'hostels', 'homes' and 'lodgings' in the treatment of probationers and of the parts played by approved schools, remand homes and the borstal system.

XVI. Teacher Training Institutions

Very considerable changes are at present taking place in both the administration and content of teacher training and descriptive material is as yet lacking. For what exists, the periodical *Bulletin of Education* of the Association of Teachers in Training Colleges and Departments of Education is the most fruitful source, particularly for accounts of schemes of work in individual colleges.

The reorganization which has taken place since the 1939–45 war has been based on the recommendations of the extremely important report of a Committee appointed by the President of the Board of Education, *Teachers and Youth Leaders*[1] (His Majesty's Stationery Office, 1944, pp. 176), which made far-reaching recommendations designed to bring training colleges and universities into organic relationship. A brief note describing the functions of the area training organizations set up is given in Chapter iii of *Education in 1948*, the annual report of the Ministry of Education for that year (His Majesty's Stationery Office, 1948, pp. x+201).

The new role of the universities is discussed in *The Training of Teachers in Universities* (Allen & Unwin, 1943, pp. 59), by R. A. C. Oliver, whilst two reports published in 1939, *The Training of Teachers and Grants for Intending Teachers* by the National Union of Teachers (Evans, 1939, pp. xxxi+327), and *The Training of Teachers* by the Training College Association (now the Association of Teachers in Training Colleges and Departments of Education) (University of London Press, 1939, pp. ii+74), should be consulted for the light they throw on pre-war conditions.

All aspects of the emergency training scheme, whereby the urgent need for more teachers was met by the institution of training courses taking one year only are described in *Challenge and Response: an Account of the Emergency Scheme for the Training of Teachers* (Ministry

[1] Commonly termed the 'McNair Report', after the chairman, Sir Arnold McNair.

of Education Pamphlet No. 17) (His Majesty's Stationery Office, 1950, pp. 164). See also the description of the first experimental course at Goldsmith's College, London, given in *Teachers from the Forces* (ed. M. M. Lewis) (Harrap, 1946, pp. 146), and *Into the Breach* (Turnstile Press, 1949, pp. ix+65), by Loveday Martin.

Training and Supply of Teachers (His Majesty's Stationery Office, 1951, pp. 24) is the first report of the National Advisory Council set up by the Minister of Education in 1949 to study these problems. It gives full statistics of the present situation and makes some suggestions as to methods of promoting recruitment to the teaching profession.

XVII. The Universities

The universities form a field of study which is so vast, and which has so extensive and specialized a literature, that any attempt to give them adequate consideration is beyond the limits of this bibliography.

A quick survey of the historical background and present-day structure of university education can be made with the aid of three brief studies: *British Universities* (Collins, 1947, pp. 48), by S. C. Roberts, one of the 'Britain in Pictures' series; *British Universities* (Longmans, Green, 1948, pp. 32), by Sir E. Barker; and *The British Universities* (Methuen, 1945, pp. vi+90), by C. G. Robertson. The last is a short but scholarly essay on the general evolution and characteristics of the universities and on the problems which they now face.

An earlier general survey, including universities throughout the Empire, is *The Universities and Educational Systems of the British Empire* (Collins, 1924, pp. xxiv+282), by A. P. Newton. It is of especial value in showing the place of the English universities in a wider context.

There are many histories of the older universities of Oxford and Cambridge and of individual colleges. For initial reading, *The Older Universities of England – Oxford and Cambridge* (Longmans, Green, 1923, pp. xxiv+296), by A. Mansbridge, is perhaps most helpful, whilst the reform movement of the last century, which determined, in a large measure, the characteristics of Oxford and Cambridge at

the present time, is ably described in *A History of University Reform* (Cambridge: Heffer, 1913, pp. xiv+392), by A. I. Tillyard.

The government, atmosphere and functions of the 'modern' or 'provincial' universities are discussed in lively and provocative style by 'Bruce Truscot' in *Red Brick University* (Faber & Faber, 1943, pp. 192; revd. ed., Pelican Book A230 published by Penguin Books, 1951, pp. 374), which also enters into detailed consideration of their social significance and in *Making a University* (Dent, 1933, pp. xvi+312), by W. M. Childs, the steps which led to the foundation of one such university (the University of Reading) are fascinatingly described.

The financial and statistical aspects of university development, at least in so far as public money is concerned, can be studied in the statistical returns to the Treasury of the University Grants Committee, published annually by His Majesty's Stationery Office under the title of *Returns from Universities and University Colleges in Receipt of Treasury Grant*. The University Grants Committee also makes a full report, normally at five-yearly intervals. Owing to the 1939–1945 war the last report, *University Development from 1935–1947* (His Majesty's Stationery Office, 1948, pp. 106) covered a longer span.

For general reference purposes there is *The Year Book of the Universities of the Commonwealth* (see earlier section on 'Reference Books, etc.') and the handbook for students from overseas, *Higher Education in Great Britain and Ireland* (published for the British Council and the Universities Bureau of the British Empire) (Longmans, Green, 1948, pp. 112). The *Year Book* includes, in the section devoted to each university or university college, an extremely valuable note listing histories of the institution and the publications which it sponsors.

XVIII. Miscellaneous

SCHOOL HEALTH SERVICE. An official report, *The Health of the School Child*, is published annually for the Ministry of Education by His Majesty's Stationery Office. A standard textbook for students, *Modern School Hygiene* (Nisbet, revised edn., 1950, pp. xiv+480), by R. Gamlin, contains a chapter outlining the work of the Service.

SCHOOL MEALS SERVICE. There is an excellent booklet by F. le Gros Clark, entitled *The Social History of the School Meals Service* (National Council of Social Service, 1948, pp. 28).

YOUTH EMPLOYMENT SERVICE. The setting up of the youth employment service followed the *Report of the Committee on the Juvenile Employment Service* (Ministry of Labour and National Service) (His Majesty's Stationery Office, 1945, pp. 63), and the first report of the National Youth Employment Council was made three years later in the *Report of the National Youth Employment Council on the Work of the Youth Employment Service, 1947–1950* (His Majesty's Stationery Office, 1950, pp. 31).

CAMP SCHOOLS. Information on camp schools, to which local education authorities send children from crowded urban areas for short periods, together with a list of all such schools, are to be found in the *Annual Reports of the National Camps Corporation*, which was set up under the Camps Act of 1939. There is an informative article on camp schools in *The Times Educational Supplement* for August 19th, 1949 (page 569).

SCHOOL BROADCASTING. A general descriptive account is given by Richard Palmer in *School Broadcasting in Britain* (published by the British Broadcasting Corporation, 1947, pp. 144).

PARENT–TEACHER ASSOCIATIONS. *The Home and School Handbook* (published by The Home and School Council of Great Britain), gives suggestions concerning the organization and activities of parent-teacher associations.

Another aspects of parent-teacher co-operation is fostered by the Parents' National Educational Union, founded in 1891 by Charlotte Mason to help parents to guide and supervise their childrens' education, particularly when circumstances prevented them from attending school. The Union publishes a monthly journal, *The Parents' Review* and leaflets and brochures describing the work of the schools associated with it.

SCHOOL ARCHITECTURE AND CONSTRUCTION. A recent substantial study of school architecture for the non-specialist as well as the

specialist reader is *The Modern School* (The Architectural Press, 1949, pp. 151), by C. G. Stillman and R. Castle Cleary. It is particularly interesting in showing how school buildings reflect the social ideas of their environment and in its suggestions regarding future developments.

The Ministry of Education issues a series of *Building Bulletins* which give information concerning changing ideas and techniques. The first of these to be issued are *Building Bulletin No. 1: New Primary Schools* (His Majesty's Stationery Office, 1949, pp. 48), and *Building Bulletin No. 2: New Secondary Schools* (His Majesty's Stationery Office, 1950, pp. 91).

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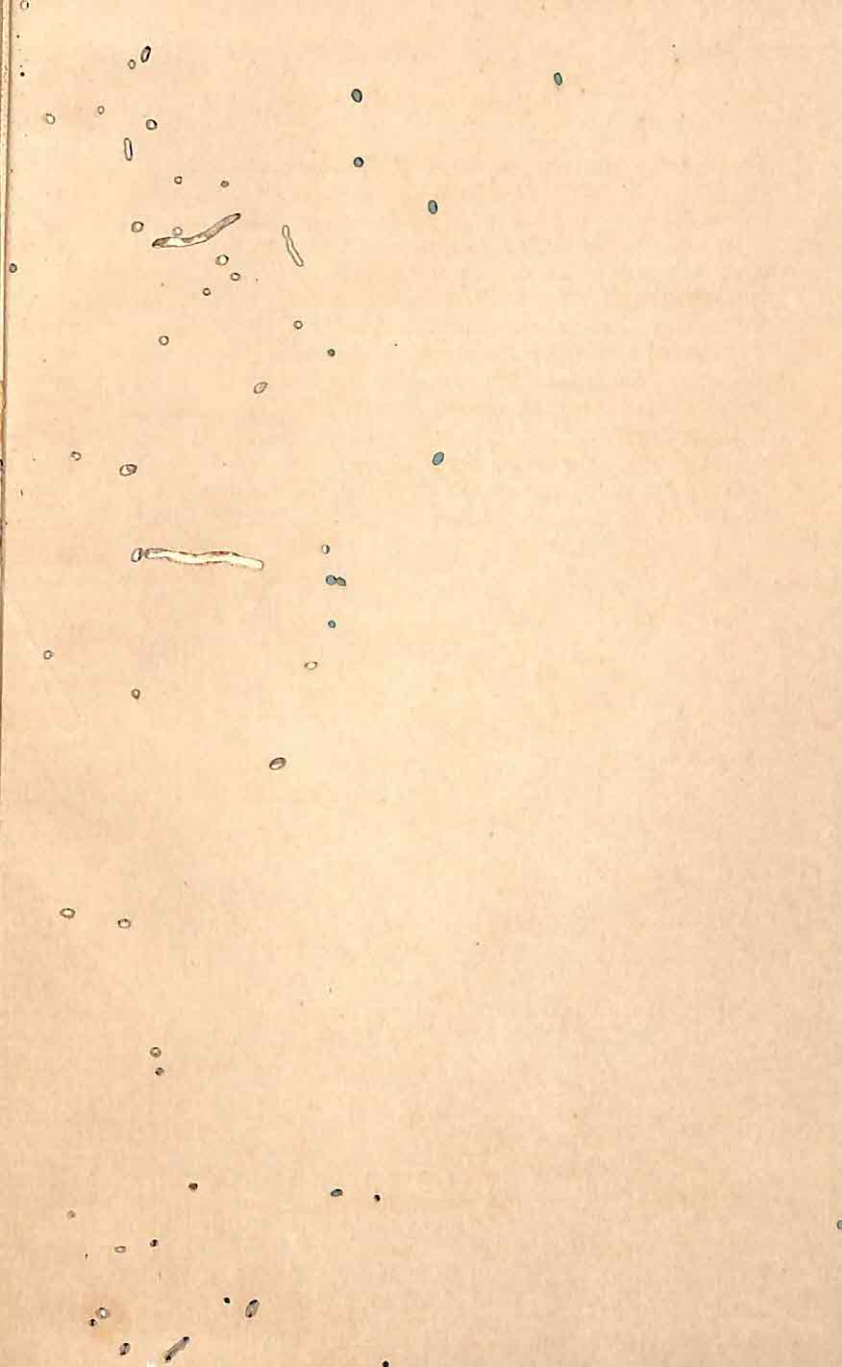

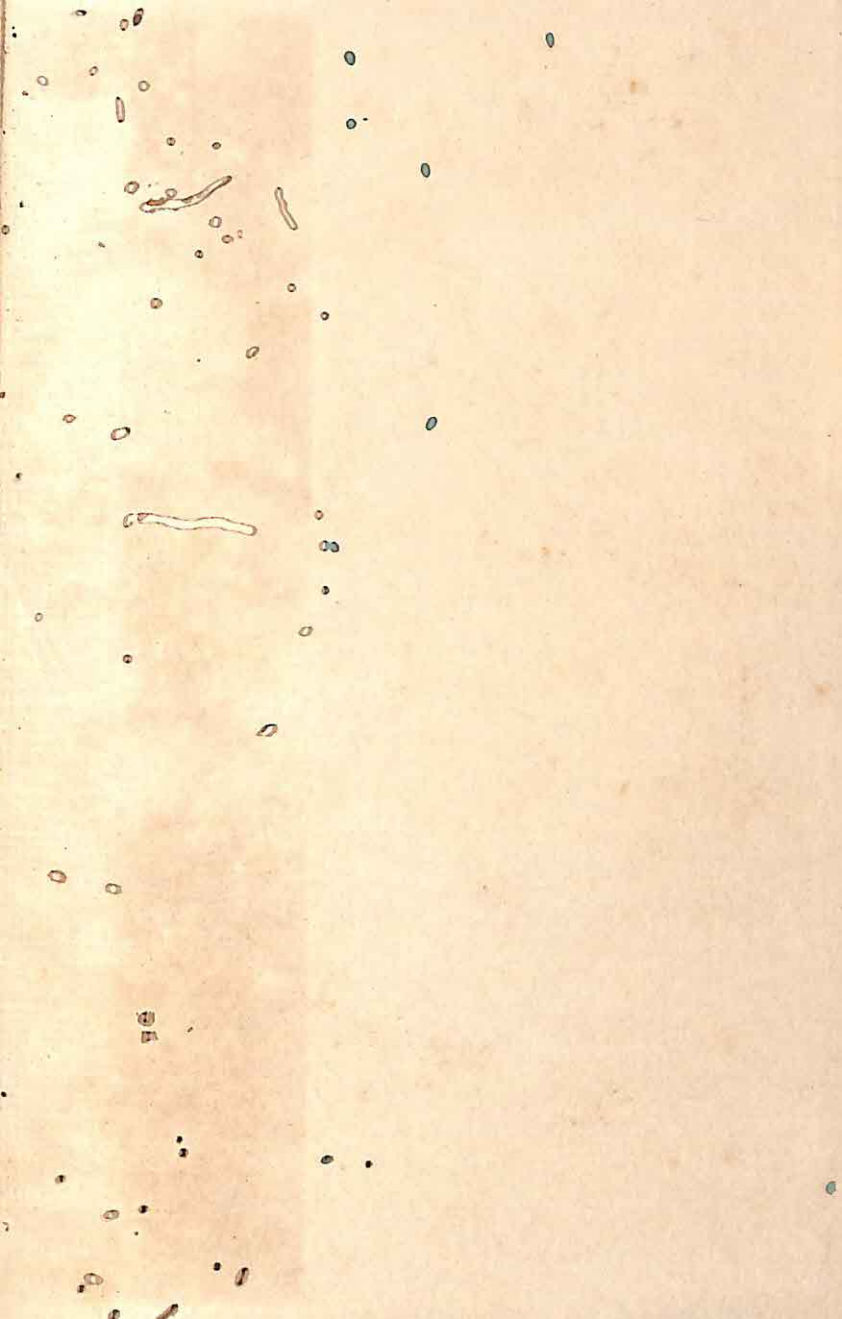

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